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ABSTRACT

This brochure provides information about the Wisconsin Improvement Program's Teacher Intern Program, how it works, and how it can benefit all participants. Areas covered in the brochure include: (1) admission criteria; (2) the roles of program participants; (3) program organization; (4) participants' responsibilities; and (5) program costs. An application form is incorporated into the brochure as well as the names and addresses of contact persons. Brief descriptions of several types of internship program formats are also included. (JD)

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WISCONSIN IMPROVEMENT PROGRAM

Teacher [illegible]rnships

SP 029 881

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Wisconsin Department of Public Instruction Herbert J. Grover, State Superintendent

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The Wisconsin Improvement Program has a long history of innovative and creative thought. The Teacher Intern Program is only one example of that creative thought growing into positive action.

The purpose of this brochure is to provide information about the Teacher Intern Program, how it works, and how it can benefit all participants.

It is imperative that students interested in being teachers be prepared to meet the challenges of their future profession. It is hoped that this brochure will help all participants in the Teacher Intern Program have a fruitful and rewarding experience.

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Bulletin No. 8267
February 1988

What is the Wisconsin Improvement Program? The Wisconsin Improvement Program (WIP) is a consortium of 17 teacher preparation institutions, along with the State Department of Public Instruction (DPI). Through the action of the 1987-89 budget bill, WIP is now a part of DPI. The purpose of WIP is to promote and encourage the training and education of teachers throughout their careers.

A major initiative of WIP is the Teacher Intern Program. Since 1960, this program has offered the best teaching candidates throughout Wisconsin a chance to learn by involvement. Through this program, students are given an opportunity to analyze the teaching and learning experiences in school settings, interact with experienced colleagues, put into practice what they have learned in school, and receive payment for their efforts.

What does a teacher internship involve? Each internship is designed by the cooperating school and the participating college or university. The way an internship is organized varies from one school system to the next.

All internships share certain elements. Activities focus on teacher responsibilities, such as preparing, selecting, and organizing learning experiences and materials; class planning; interaction with learners to assess their motivations, capabilities, and problems; development of student sensitivity to teaching; analysis of the skills and competencies needed for evaluating the teaching of others; and development of skills necessary to communicate with pupils, staff members, parents, and other members of the community. The intern's performance is also evaluated by colleagues and administrators

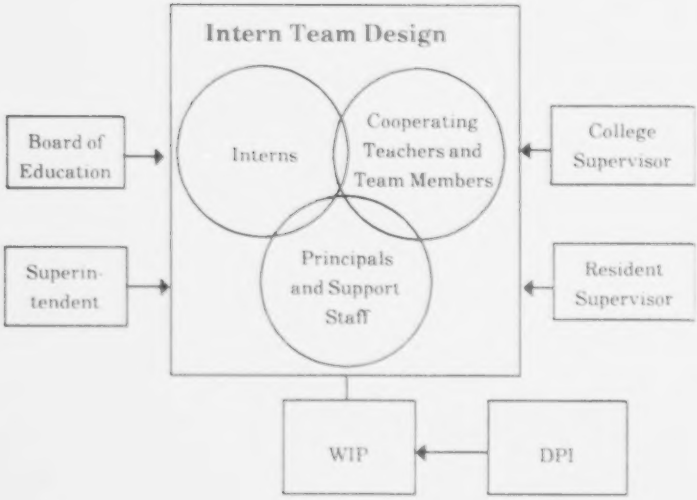
Who is the teacher intern? The teacher intern is a student in the process of earning certification. Students selected to participate in the WIP Teacher Intern Program are among the best at their colleges and universities.

Who is eligible to be an intern? Students attending Wisconsin colleges and universities that are WIP member institutions offering teacher training are eligible to participate in the WIP Teacher Intern Program.

Where will students serve their internships? Students selected for the Teacher Intern Program can serve their internships at schools in Wisconsin or surrounding states. WIP assists school districts in designing intern experiences and in locating qualified teaching candidates.

How is an internship organized? An internship is organized around an intern team. The team guides and advises the student throughout the internship.

Who makes up the intern team? This will vary from one district to another. Usually, the intern team is made up of the student, the cooperating teacher, select school staff, and the student's college or university supervisor. Other key personnel who will give their input, direction, and support include the board of education (through the district superintendent) and representatives of DPI.



What is the intern's role in the school district? An intern assumes a partial teaching assignment. The assignment usually involves 30 to 50 percent of the workload of a certified teacher in the district. The intern is assigned a variety of instructional duties: planning, teaching, observing, and conferring with colleagues. Normally, an intern carries no formal coursework during the internship. The actual workload of an intern will vary, depending on the program worked out by team members.

What is the role of the cooperating teacher? The cooperating teacher gives day-to-day guidance to the intern. The cooperating teacher will introduce the intern to other team members, other faculty, administrators and resource persons in the school district, and will orient the intern to team operations. The cooperating teacher will advise the intern on the mores and expectations of the community, on how to maintain student-teacher-parent rapport, and on professional ethics. The cooperating teacher also will report to the intern's college or university.

What legal requirements must cooperating teachers meet? PI 3.26 Wis. Admin. Code, requires cooperating teachers "utilized by colleges and universities in Wisconsin shall have completed or possess: (1) a regular Wisconsin license (or its equivalent) for the teaching assignment; (2) two years of teaching experience with at least one year of experience in the school system of current employment; and (3) a course or seminar in supervision of student teachers/interns or successful service as a cooperating teacher." (Successful service shall be determined by the recommendations of an immediate supervisor, a college supervisor, and a former student teacher or intern who have worked with the teacher in a student teaching or intern situation.)

What role does the school principal play? The school principal shares some of the duties of the cooperating teacher in helping to orient the intern to the school system, the staff, and the community. The principal also ensures that the intern team has adequate time to confer.

What is DPI's role in the intern process? DPI is the legal agency through which interns are issued licenses in Wisconsin. DPI serves in an advisory capacity to the Teacher Intern Program by providing information on current certification requirements and by offering assistance to colleges, universities, and local school personnel in the development, implementation, and evaluation of instructional programs related to teacher education. The administrative offices of WIP are located at DPI.

How are student interns selected? Campus coordinators choose outstanding student teacher candidates they feel are capable of greater responsibility to participate in the Teacher Intern Program. Selection criteria and appointment are determined by individual campuses.

The Wisconsin Improvement Program, in conformance with Sec. 86.9 of Title 45, Code of Federal Regulations

(which effectuates Title I of the Educational Amendments of 1972 and Title VI of the Civil Rights Act of 1964), does not discriminate on the basis of sex or race with regard to either admissions or employment in the education programs or activities which it operates.

How can an interested school district participate in this program? Interested school districts can contact a local campus coordinator or the WIP office at (608) 266-9352.

Does participation in the WIP Teacher Intern Program involve more than the assignment of an intern to a school district? As part of the application process, the school district agrees to sponsor inservice training for interns and cooperating personnel. This inservice is in addition to any training already offered by the school district to its employees.

What is the purpose of this inservice training? The inservice training provides an additional opportunity for staff development, which will benefit both the intern and existing staff.

Does WIP specify the topic to be covered in this inservice? No. The topic of the inservice is decided by the school system.

Who pays for this additional inservice training? Participating districts contribute funds which are available for approved inservice programs from WIP. For additional information, contact the WIP office at (608) 266-9352.

What benefits do school districts receive from participating in the WIP Teacher Intern Program? Proper utilization of an intern means a school district may not have to use part-time or unqualified personnel to absorb classroom overload. Staff and administration will have an opportunity to observe interns and evaluate their desirability as future staff

members. The additional inservice will allow a school system to upgrade its curriculum and stimulate staff development and improvement.

The Teacher Intern Program offers school systems an opportunity to participate in the training of future teachers. It can strengthen the bonds between training institutions and local school systems and permit the creative reassignment of professional personnel.

The program may also result in new or fresh approaches to instruction not possible under single-teacher classroom arrangements. Staff members directly involved with the intern as well as teachers observing the program may be stimulated to try new content and/or methods as a result of their contact with an intern.

The teacher intern is a unique human resource offering a flexible characteristic to school staffing. An intern can offer the time that is often essential for permanent staff members to complete tasks in addition to their teaching responsibilities. These could be administrative, curricular, evaluative, or cocurricular assignments.

What are the responsibilities of the local school district? The local school district has the following responsibilities:

- Provide instructional and administrative structures within which the intern team will function.
- Assign staff who will become a part of the intern team.
- Choose a cooperating teacher who will not only supervise the intern on a day-to-day basis but will be willing to exchange teaching responsibilities for a class or a day with college or university personnel.

What are the responsibilities of the intern's college or university? These institutions have the following responsibilities.

- Recruit, appoint, and assign student interns.
- Coordinate clinics, seminars, and conferences in which members of the intern team participate.
- Provide intern information and completed license applications to the WIP office.

What are the responsibilities of the student intern? Once a student is notified of selection as a WIP intern, the student has the following responsibilities:

- Contact the school to discuss details of the placement.
- Meet appropriate teacher intern licensing requirements.
- Arrange in advance to visit the school before the teaching assignment begins.
- Be prepared to follow through on the commitment to the school in a professional manner.

What are the responsibilities of the intern's college or university supervisor? This supervisor assists the local school in developing the intern team design. The supervisor will periodically visit the school during the intern's assignment and consult with all team members.

What are the responsibilities of the local school superintendent? The superintendent acts as a channel of communication between the local school system and the board of education, and between the local school and the WIP office. The superintendent or a designee works to ensure the intern team has enough time and support to function efficiently and effectively.

What other legal requirements must interns meet? Physical exams are required of interns in Wisconsin. Licensing requirements vary from state to state. Campus coordinators and WIP personnel can assist interns in this area.

Do school districts enter into contracts with WIP interns? By participating in the program, it is implied that

the intern assignment is a bona fide agreement among the college or university, the school system, and the intern. It is recommended that the school system and the intern agree in writing about the intern's and the school district's responsibilities and obligations toward each other. Local bargaining agreements regarding the placement of interns must be followed.

Are teacher interns compensated? Students participating in the WIP Teacher Intern Program receive a stipend. The stipend is the "pay" the intern receives for the teaching assignment. The stipend is standard for all WIP placements, except where negotiated agreements take precedence. Interns should consult with their districts about what deductions (federal and state income taxes, Social Security and other retirement systems) will be taken from the intern's stipend.

Who pays the WIP teacher intern? Local districts pay each intern directly.

How long do teacher internships run? An internship usually covers one semester of teaching—fall or spring. The internship follows the local school calendar, not the campus calendar. In some cases, a district may arrange to have an intern teach for the entire school year.

When should a school district apply to WIP for an intern? The earlier a district contacts either the local campus WIP coordinator or the state WIP office, the greater the chances are of getting the best intern for the district's needs. All intern assignments are made by July.

SECONDARY DESIGNS ONLY

Answer the following questions relative to the school building to which the intern is assigned.

1. No. of instructional periods per day	2. No. of teaching periods per day for which the intern is responsible	3. No. of teaching periods per day shared by cooperating teacher and intern

ELEMENTARY DESIGNS ONLY

For Units/Team Teaching Patterns

1. Total No. of Students

2. Total No. of Professional Team Tchrs. *Not including intern.*

3. Intern class size _____

Type of Student Load Intern will have for semester. *Check*

- ☐ Constant *Indicate no. of students* _____
- ☐ Variable
  - ☐ Increase by _____ ☐ Decrease by _____

4. Fraction or Percent of Full Teaching Load carried by the intern _____ *Must NOT exceed the equivalent of a 50% workload*

ALL DESIGNS

1. Has a budget of $3,000* per semester been encumbered for each intern?
   - ☐ Yes
   - ☐ No *Explain below*

$2,700 for Intern Stipend (plus any negotiated and legally required withholding or employer contributions)
$300 for General In-Service Programs (Districts will be billed by WIP)

D P I

Wisconsin Department of Public Instruction
INTERN REQUEST
PI-1690

INSTRUCTIONS: Complete and return one copy of this request by **APRIL 15 to:**

WISCONSIN IMPROVEMENT PROGRAM
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707-7841

Refer to guidelines and if you need further assistance, call or write the WIP office. (608) 266-9352

1 School District	2 Superintendent
3 Address *Street, City, State, ZIP*	4 Telephone *Area/No.*
5 School Name	6 Principal
7 Address *Street, City, State, ZIP*	8 Telephone *Area/No.*
9 Subject Area/s to be taught by intern	10 Grade Level(s)
11 No. of interns requested for this subject area/grade level for the school year 19___ to 19___ *Semester I* | *Semester II*	12 Course Content
13 Cooperating Teacher*	14 Years Teaching Experience

15. **Years experience with interns/student teachers**	16. Year of most recent supervision course/workshop ***Required by PI 3.26 Wisconsin Admin. Code***

17. Other Team Members	18. Years Teaching Experience

19. Amount of time **per day** the intern will have available to observe the cooperating/other teachers.	20. Amount of time **per day** the cooperating teacher will have available to observe the intern.

21. Describe the planning time scheduled per day for the intern and cooperating teacher to work together.

*Teacher having primary in-class supervising and planning responsibility.

APPROVAL SIGNATURES

SCHOOL DISTRICT OFFICIALS SIGN HERE	Cooperating Teacher/Team Leader ▶		Date Signed
	Principal ▶		Date Signed
	District Administrator/Designee ▶		Date Signed
TEACHER PREP. INSTITUTIONS APPROVAL	Signature of Representative ▶	Institution Name	Date Signed

Comments/Suggestions/Additional Information

The application process follows this timeline

January:	School district personnel recognize the need for and possibilities of participating in the intern program.
February:	School districts request application forms.
March:	School district personnel contact a local cooperating college or university for help in developing an intern team design.
April:	Requests for interns for the upcoming school year are formalized. The applications are sent to the WIP office by April 15.
May 1:	Districts receive notice about whether they will receive an intern for the upcoming school year. Superintendents should notify WIP of any changes in their applications. Campus coordinators meet to match interns to their assignments.
June:	Orientation conferences are held at cooperating schools for school personnel and their interns. Recruitment for unstaffed intern vacancies continues.

How does a school district terminate an agreement with an intern? Termination of assignments can be made based on factors unique to each situation. The final decision must be made in the best interests of the total partnership.

Before any action is taken, all levels of interaction will be observed, and pertinent records will be examined to ensure the verification of perceptions and to ensure the rights of all parties are not violated. The due process procedure for interns involves each of the following participants at each separate stage in the process: the cooperating teacher(s), the building

administrator(s), district administrator, university supervisor, campus coordinator, and a WIP administrator.

Are interns eligible for unemployment compensation benefits? No. If a claim arises, school administrators can call the WIP office or use Sec. 108.02(15)(j)1, Wisconsin Statutes, as a guide. Interns are also not eligible for the state teacher retirement system.

What should an intern do if a job action or work stoppage occurs in the assigned district? If this happens, it is the policy of WIP that interns be declared nonparticipants to all parties involved in the dispute. Interns will remain on a stand-by basis during the period of time a school is closed as well as when a school is open but issues remain unresolved. Interns are not to be considered employees or members of the local bargaining unit.

This policy is declared not to favor one side or the other, but to recognize the intern's status as a nonparticipant in the negotiation process. All should be aware that the intern is a temporary assignee to the school system, and it is important to protect all participants in the Teacher Intern Program from conflict and concern. If this policy is not a recognized condition, interns will not be assigned to that school district.

For what subject areas are interns available? Applications for interns are accepted in all subject areas, including special education and guidance.

Will all applications for interns be approved and filled? No. There may not be an intern available to fill a particular spot. And applications must meet the requirements of the program. The earlier an application is submitted, the greater the chance that a position will be filled.

Coordinators in the cooperating colleges and universities are responsible for intern placement and assist school districts in designing the intern team.

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Beloit, WI 53511
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Menomonie, WI 54751
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Dennis Zuelke
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Marie Weber
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Institutional representatives set policy for the WIP internship program. Comments can be directed to them.

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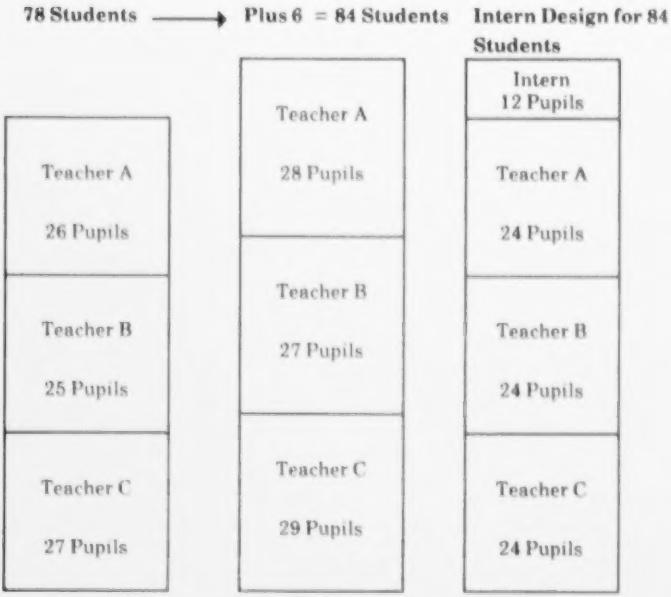
Making the Program Work

The intern team design is cooperatively developed by the individual school system and the college or university. It is coordinated by WIP.

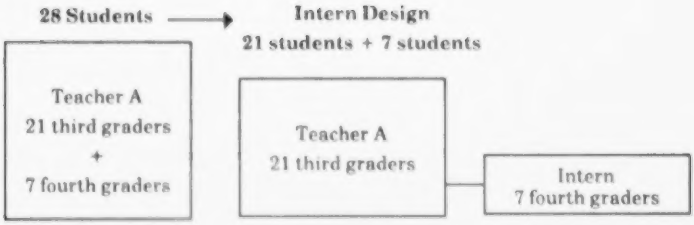
School districts have considerable leeway in how a particular internship is organized and how an intern will contribute to a school setting. Following are examples of possible intern team designs.

Pupil Addition in a School District:



This design reduces a teacher-to-pupil ratio of 1 to 28 to a team ratio of 1 to 21, providing for greater contact with students.

Split Class



Though the class will remain a single unit, teaching responsibilities are shared. This provides for the unique needs of students at two grade levels.

One way of doing this is for the cooperating teacher and intern to share responsibility for reading, language arts, mathematics, and spelling classes. The cooperating teacher would have sole responsibility for Grade 3 science and social studies, while the intern would teach Grade 4 science and social studies.

Junior High/Middle School Teams

2 Math Teachers	1 Math Intern & 1 Science Intern	2 Science Teachers

With 120 students in this design, four teachers would create a 1:30 ratio, five teachers would create a 1:24 ratio, and two interns with four teachers would give 1:20 team ratio. Again, the resources, facilities, and participants need to be studied and in agreement prior to the development of the design.

A High School Design

A high school with a typical block schedule might program interns according to this model:

X = Assigned Classes

Period	1	2	3	4	5	6	7
Teacher A	X	Observe Intern	X	X	P L A N N I N G	X	X
Teacher B	Observe Intern	X	X	X		X	X
Intern	X	X	Team	With A		Team	With B

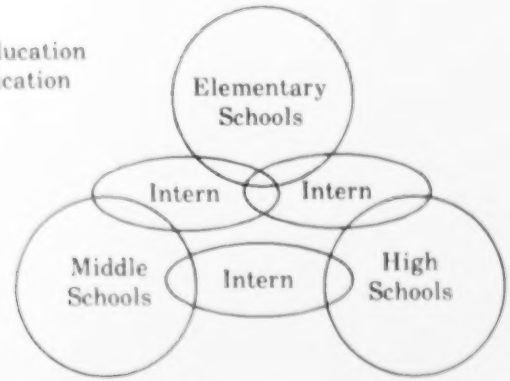
A key component of this design is the opportunity for *common planning time*. The intern's schedule is flexible so that the intern is available to team with each of the other teachers. This underscores the importance of the enrichment factor the intern program gives to the team.

The potential of an intern team design in any department or school is limitless. The intern becomes an extra human resource for curricular and instructional planning. The intern is able to enrich an instructional unit by team teaching or substituting; the cooperating teachers become renewed through their efforts at observing and evaluating; and the school becomes not only a place for educating youth but also a center for continuing staff development.

Special Fields

Interns in special fields such as art, music, and physical education often need experience at both the elementary and secondary level to qualify for a K-12 license. The diagram gives an example of three possible combinations using elementary, middle, and high schools that might afford the intern the necessary experience.

Art
Music
Physical Education
Special Education



The interns in this situation may share time between the elementary and middle school, between the elementary and high school, or even, where appropriate, between the middle school and the high school. The amount and type of experience in each setting is determined jointly by all participants in the team.

The designs suggested here are just a beginning. There are as many possible intern team designs as there are creative and unique ideas in the field of education. The crucial aspects of developing a functional design include an involvement and a commitment to a developed partnership of school and college, as well as an expressed dedication to the preparation of quality teachers through a realistic and responsible, yet flexible, team design.

Professional Organizations for the Intern

As regularly enrolled students in a school or department of education, teacher interns are eligible for membership in the Wisconsin Federation of Teachers (WFT), the American Federation of Teachers (AFT), the National Education Association (NEA), and the Wisconsin Education Association Council (WEAC). Interns may wish to check with local teacher association members regarding student memberships in other states.

Membership privileges include receipt of state and national publications, participation in education conferences, eligibility to attend conventions, and liability insurance.

Membership information can be obtained by writing to:

Wisconsin Education
Association Council
Box 8003
Madison, WI 53708

Wisconsin Federation
of Teachers
2021 Atwood Avenue
Madison, WI 53704